



APPLYING STUDENT TALKING TIME (STT) IN COMMUNICATIVE ACTIVITY TO IMPROVE THE STUDENTS' SPEAKING SKILL AT PESANTREN PUTRI AL-MANAWWARAH PANYILI

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Abstract

This research presents research about Applying Student Talking Time Method in Communicative Activity to Improve the Students' speaking skill at Pesantren Putri Al-Manawwarah Panyili. The objectives of the research are: 1) to know whether Student Talking Time improve the students' speaking skill of pesantren putri Al-Manawwarah. 2) To know the use of Student Talking Time interested in teaching speaking of the second grade student of SMA Pesantren Putri Al-Manawwarah Panyili. This research used quantitative method. The result of the study shown that there was a significant improvement of the students' skill after giving the treatment. From the data, it could be conclude that teaching speaking by applying Student Talking Time method in communicative activity is effective to improve students speaking skill and improve students' motivation in studying speaking.

Keywords: *student talking time, speaking skill*

INTRODUCTION

In learning English there are four skills which have to be mastered by students, they are listening, speaking, reading and writing. To master the four skills, the students need to learn more and more about English and practice it in their daily routine.

To practice English knowledge we need to speak, speaking as the one of the four skills, speaking is a productive skill, like writing. It involves using speech to express meaning to other people (Spratt, 2005:34). Practicing will not run well without speaking. The important of speaking English is seen by the rule (English area) that is applied by some schools. Usually, the school that applies the rule is Islamic boarding school.

Sometimes students feel difficult to speak English, students cannot produce a good sentence, and they do not know how to speak English systematically and clearly. Therefore, the listeners cannot understand what the speaker says, it causes the communication cannot run well.

When the teacher asks the students to speak English in front of the class, they get nervous to speak, they also try to avoid this chance by giving many excuses. They usually say 'I am shy' and 'I cannot do that' because they seldom to get a chance to speak. Even they do the teacher's instruction, their voice is slower and softer than usual, and thus the teacher could not hear their voice clearly.

The problems also like speaking slowly, taking too long to compose utterances, being incapable to participate actively in conversation, speaking English unnaturally, using poor grammar, and pronunciation. The groups of people who have responsibility in improving students' English skills are the English teachers. The difficulties that have been mentioned before, they are caused by teachers who seldom give the time to the students to speak in front of their friends.

Based on the explanation above, the researcher tries to look for a way or activity how the way to improve student's speaking skill. Therefore, the students can speak English well. The researcher will try hard to apply some activities, Student Talking Time in Communicative activities. Student Talking Time (STT) is students' opportunity to express their ideas using English within the learning activities in speaking subject. If the students have more opportunity to speak in the classroom, they will get the improvement of their speaking skill.

REVIEW OF RELATED LITERATURE

A. Concept of Student Talking Time (STT)

Student Talking Time is getting more chance to talk for students, the students will get habit and confidence to talk in front of their friends in the classroom.

However, in other activities, the goal is to get students speaking and using English as much as possible. This involves the teacher being silent, listening to what the students say and giving tasks. Teacher Talking Time (TTT) in the past has always been the teaching methods in the classroom, but now STT becoming mandatory method because now students should speak actively than a teacher, the teacher just steer.

Many training courses based on CLT insisted that Teacher Talking Time (TTT) was counterproductive and that teacher should reduce TTT for a number of reasons:

1. Excessive TTT limits the amount of STT (student talking time). If the teacher talks for half the time in a 60 minute lesson with 15 students, each student gets only 2 minutes to speak.
2. A large amount of TTT results in long stretches of time in teacher-to-class (T/class) mode and a monotonous pace. Student under involvement inevitably leads to loss of concentration, boredom and reduced learning.
3. TTT often means that the teacher is giving the students information that they could be finding out for themselves, such as grammar rules, the meanings of vocabulary items and corrections. Teacher explanations alone are often tedious, full of terminology and difficult to follow. There may be not indication of whether the students have understood.
4. If the teacher takes the dominant role in classroom discourse in terms of student's role is only that of respondent. Opportunities for developing the speaking skill are therefore severely limited.

If the teacher is constantly dominant and controlling, the learners take no responsibility for their own learning but learns what the teacher decides and when. Student autonomy is thus limited. (Dam, 2007)

B. Concept of Communicative Activities

Communicative activities are dealt with in a large number of methodology books and their classification is distinguished according to each author's point of view. However, all of them mention the same or similar communicative tasks but in different extent.

1. Types of communicative activity:

a. Information gap activities

Information gap activities are kinds of tasks, there is a knowledge gap among learners and it can be bridged by using the language. So, in order to obtain the information, the interactants have to communicate.

b. Discussions

Discussions are a commonly used activity in a speaking lesson. A topic is introduced to the students via a reading or a listening passage and then they are asked to discuss a related topic in order to come up with a solution or a response.

c. Role plays

Using role play is useful especially while teaching shy students who have difficulty participating in conversation about them. Through this activity they are put into various roles and no longer feel that their own personality is implicated. Role play is an essential communicative technique which develops fluency, promotes interaction in the classroom and increases motivation.

d. Simulations

Simulation is a kind of role play but the emphasis is put on creating the atmosphere of a real world. Students pretend they are a part of a simulated environment and take part either as themselves or are given a role and pretend being someone else. To achieve a suitable simulated environment, the classroom is usually rearranged and, where possible, converted in a required place according to the situation.

e. Guessing games

Guessing games can be used as free activities for revision of vocabulary or as an interesting way to give quite controlled practice. Although they are called “games”, they provide intensive language practice, especially in asking questions, so they should not be regarded as an extra activity. Students are fond of these guessing tasks mainly because they enjoy themselves without realizing they also practice and improve their speaking skills. (Temerova, 2007:13)

2. The role of a teacher in communicative Activities

The teacher is a facilitator of students' learning and as such he has many roles to fulfill. In this role, one of his major responsibilities is to set up activities that promote communication. During the communicative activities he acts as a consultant answering students' questions, offers advice and provides necessary language items. One of the most

important roles is to make sure that students know what they are supposed to practice and check if they do it effectively. These roles are called *a conductor* and *a monitor*. Considering the facts mentioned above we can conclude that the teacher's personality in a learning process is very important not only while participating in the activity but also while monitoring the students. The teacher's less dominant role in communicative activities offers the students the opportunity to be involved in conversation and improve their speaking skills to be able to cope with the real-life situations.

C. Concept of Speaking

1. Defenition of Speaking

Speaking is the key to make communication. It involves two or more people talking to each other and put out a message together, communicating the message and interacting with other people. There are many definition of speaking as below:

According to Chastain (1976:332) Speaking is an essential tool for communicating, thinking and learning. Learning to speak is obviously more difficult than learning to understand the spoken language. As a social creature, interaction to each other is a must therefore we need to speak to explain our mind and feeling.

Speaking is the process of building and sharing meaning through the use of verbal symbols, in a variety of context (Chaney and Burk, 1998:13). Speaking is a crucial part of second language learning and teaching. English speaking compotence is one of the most crucial skill that student needs to acquire because it can help them to communicate one to each other.

2. Element of Speaking

a. Accuracy

Accuracy involves the correct use of vocabulary, grammar, and pronunciation. In controlled and guided activity the focus is usually on accuracy and the teacher makes it clear from feedback that accuracy is important (Gower, Philips, Walters, 1995:99).

- 1) Vocabulary. Vocabulary is one of the most important elements in a language. Many of the vocabulary in English text books have to be learned.
- 2) Pronunciation. Pronunciation is one of the most important aspects one has to be mastered when learning English. The pronunciation system of English words is unique. That is the reason why many people say the pronunciation of English language is difficult. The way we pronounce English words depend on how the

words are heard in our ears. Therefore, it is important to listen to the right pronunciation of English language. (Roring, 2016:1)

- 3) Grammar. Grammar is a complete and precise description of the properties human languages process. Brown defines grammar or structure as a system of rules governing the conventional arrangement and relationship of word in a sentence. There are grammatical rules to deal with major aspects of language: phonology, morphology, syntax, and semantics. The good points of syntactic approach are rules in identifying constituents and building propositions. (Clark and Clark, 1997:104)

b. Fluency

Fluency can be defined as the ability to speak fluently and accurately, the sign of fluency is speaking fast without thinking or to spend a lot of time to mention or express our feeling and mind.

c. Comprehension

The last element is comprehension. Comprehension is defined as the ability to understand something by a reasonable comprehension of hesubjector as the knowledge of what a situation is really like. (Haslinda, 2014)

D. Concept of Motivation

Motivation is the study of why people think and behave as what they do. In the context of academic achievement, motivational concern if someone were to ask, for example, why some students complete tasks despite enormous difficulty, while other give up at the slightest provocation, or why some students set such unrealistically high goals for themselves that failure is bound to occur. To capture the concept of motivation is to think about a typical achievement behavior, such as studying for an examination, and to view it as a temporal sequence that is started, sustained, directed, and finally terminated (Graham and Weiner, 1996).

Motivation is a kind of internal drive that encourages somebody to pursue a course of action. If we perceive a goal (something we wish to achieve) and if that goal is sufficiently attractive, we will be strongly motivated to do everything to reach that goal (Harmer, 1991). Motivation is an important thing to the success of learning a foreign language (Nunan, 1995:174). Motivation and opportunity to use the language are two most helpful elements in learning English.

Based on the statement above, we can say that motivation is one of the important things in studying. Being motivated can make students eager to learn and doing something.

METHOD

This research was experimental design with one group pre-test and post-test design. Before applying Student Talking Time, the writer gave pre-test as a comparison material in post-test after doing treatment. The post-test gave to know the achievement of the students after doing treatment.

There are two variables involved in this research, this they are: Independent variable and dependent variable. Independent variable was Using Student Talking Time in teaching speaking and Dependent variable was Students' speaking skill.

Population in this research was twelfth grade of Islamic boarding school Al-ManawwarahPanyili. The twelfth grade consisted of one class and had 16 students. The number of population in this research was 16 students.

The number of the sample in this research was 15 students. The reason was most of the students in this class had enough english experience in learning and have faced many methods, therefore the researcher introduced this method to them and the researcher hope they could get improvement in their speaking. As the students of Islamic boarding school they usually speak English for their daily because there is English and Arabic area.

This research employees two different instruments based on the problem statements investigated as follows: Speaking test and Questionnaire

The procedure of data collecting of the research followed the procedure as follows:

1. Pre-Test. Before doing treatment, the researcher gave a pre-test. The pre-test was intended to know the students' prior knowledge before giving treatment and as a comparison material to know the effect of student talking time on speaking lesson.
2. Treatment. After giving pre-test, the researcher taught speaking lesson by applying Student Talking Time. The researcher gave treatment after the pre-test in the classroom. The treatment was conducted for eight treatments.
3. Post-test. After applying the treatment, the researcher gave the post-test to students to obtain data, whether there was progress or improvement of students' speaking achievement, after having treatment through Sudent Talking Time (STT) or not. The test was same with the test which is given in pre-test.

4. Questionnaire. The researcher gave questionnaire to the students of SMA PesantrenPutri Al-ManawwarahPanyili. It was given after doing treatment. It proposed on to know the motivation of students in studying speaking by using STT. It consisted of 20 numbers.

Technique of Data Analysis

1. The students' speaking assessment

a. Accuracy

Category	Classification	Score
Very good	• The students' grammar is very accurate.	81-100
	• The students' vocabulary is propest.	
	• The students' pronunciation is greatest.	
Good	• The students' grammar is good.	61-80
	• The students' vocabulary is good.	
	• The students' pronunciation is great.	
Average	• The students' grammar is medium.	41-60
	• The students' vocabulary is average.	
	• The students' pronunciation is moderate.	
Low	• The students' grammar is low.	21-40
	• The students' vocabulary is less accurate.	
	• The students' pronunciation is less great.	
Very low	• The students' grammar is very poor.	0-20
	• The students' vocabulary is very less.	
	• The students' pronunciation is very lack of.	

b. Fluency

Category	Classification	Score
Very good	• The students' Normal speech is very accurate.	81-100
	• The students' Smooth use of connected speech is very great.	
	• The students' Communicate the ideas is very proper	
Good	• The students' Normal speech is good.	61-80
	• The students' Smooth use of connected speech is great.	
	• The students' Communicate the ideas is proper.	
Average	• The students' Normal speech is medium.	41-60
	• The students' Smooth use of connected speech is moderate.	
	• The students' Communicate the ideas is average.	
Low	• The students' Normal speech less accurate.	21-40
	• The students' Smooth use of connected speech less great.	
	• The students' Communicate the ideas less proper	

Very low	• The students' Normal speech very low.	0-20
	• The students' Smooth use of connected speech is very less.	
	• The students' Communicate the ideas is very poor.	
c. Comprehensibility		
Category	Classification	Score
Very good	• The students' Restricted to pronunciation is very great.	81-100
	• The students' Inappropriate vocabulary is very proper.	
	• The students' General meaning is very accurate.	
Good	• The students' Restricted to pronunciation is great.	61-80
	• The students' Inappropriate vocabulary is good.	
	• The students' General meaning is good.	
Average	• The students' Restricted to pronunciation is medium.	41-60
	• The students' Inappropriate vocabulary is average.	
	• The students' General meaning is medium.	
Low	• The students' Restricted to pronunciation less great.	21-40
	• The students' Inappropriate vocabulary less proper.	
	• The students' General meaning less accurate.	
Very low	• The students' Restricted to pronunciation is very less	0-20
	• The students' Inappropriate vocabulary is very low.	
	• The students' General meaning is very poor. (Trotta, 2106)	

d. Calculating the Students' Score

$$\text{scoring} = \frac{\text{students' correct answer}}{\text{total number of items}} \times 100$$

e. To calculate the mean score of the students' test, the researcher used formula as follows:

$$M = \frac{\sum X}{N}$$

where: M : mean score

$\sum X$: The sum all scores

N : Total number of subject

f. Comparing the result of the test to know whether using clustering technique could generate students' idea or not. Classifying the students' score into following criteria:

g. Scoring Classification

Table 3. Score classification

No.	Score	Classification
1	96-100	Excellent
2	86-95	Very Good
3	76-85	Good
4	66-75	Fairly Good
5	56-65	Fair
6	36-55	Fairly Poor
7	0-35	Poor

2. Computing the frequency and the rate percentage of the students' score :

$$p = \frac{fq}{n} \times 100\%$$

Where: p : Percentage
 fq : Frequency
 n : The total number of students

3. Calculating the Standard Deviation of the students' score in pre-test and post-test by using the following formula:

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N-1}}$$

Where: SD : Standard deviation
 $\sum X^2$: The sum of the entire square
 $(\sum X)^2$: The square of the sum
 N : The total number of students

4. Finding out the significant different between the pre-test and post-test by calculating the value of the test.

$$\bar{D} = \frac{\sum D}{N}$$

Where: \bar{D} : The mean of the different score
 $\sum D$: The sum of all scores
 N : Number of students

5. To calculate the value of t-test of the hypothesis concerning the difference between pre-test and post-test using the following formula:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where: t : test of significance
 \bar{D} : The difference of mean score
 $\sum D^2$: the sum of the difference score
 N : total numbers of sample

6. Analysis of Questionnaire

The data from the questionnaires was analyzed by using likert scale. There were two statements, namely positive and negative items, for the positive statement was given score as follows: strongly agree: 5, agree: 4, neutral: 3, disagree: 2, strongly disagree: 1. For the negative statement was given score as follows: strongly agree: 1, agree: 2, neutral: 3, disagree: 4, and strongly disagree: 5.

Table 4. Likert scale for questionnaires

Positive Statement	Category	Negative Statement
Score		Score
5	Strongly agree	1
4	Agree	2
3	Neutral	3
2	Disagree	4
1	Strongly disagree	5

The data analyses of questionnaires use Likert Scale; these percentages show the students' motivation in learning English speaking by using Student Talking Time. The rating was scored from 0% to 100% intervals. The interval of the students' motivation on the questionnaire can be seen as follows:

Table 5. Interval score of the students' motivation

No.	Interval Score	Categories
1	81% - 100%	Very High
2	61% – 80%	High
3	41% – 60%	Moderate
4	21% – 40%	Low
5	0% – 20%	Very Low

7. To calculate the students' motivation, the researcher used formula as follows:

$$P = \frac{F}{N} \times 100$$

Where: P = Percentage of the questionnaire response

F = Item Frequency

N = Number of Case (Sudjono, 2012:81)

FINDINGS AND DISCUSSION

FINDINGS

1. The raw, the frequency distribution and percentage of the students' score in the pre-test and post-test

Table 6. Total raw of students' pre-test and post-test

Respondent	Pre-test			Post-test		
	A	F	C	A	F	C
AR	10	15	15	45	40	45
AUA	15	10	10	45	45	40
A	25	20	20	50	55	50
AH	10	10	10	40	40	45
AA	25	20	20	40	40	45
DR	25	20	20	40	40	40
FRK	15	20	15	35	35	40
ISA	20	15	15	40	40	45
M	15	10	10	40	45	40
MJ	10	10	15	40	40	45
R	10	10	15	35	35	40
RH	20	15	15	40	34	45
SFA	15	15	15	35	35	40
FH	20	25	25	55	55	55
N	10	10	10	40	40	40
Total	245	225	230	620	630	655

Where : A : Accurasy, F : Fluency, C : Comprehension

Table 6 above shows the students' total score in pre-test and posttest. The score accumulated from 15 students of SMA PesantrenPutri AL-ManawwarahPanyili. In pretest, the students' total score for accuracy was 245 score, the students' total score for fluency was 225, the students' total score for comprehension was 230 score. In post-test, the students' total score for accuracy was 260 score, the students' total score for fluency was 630 score,

the students' total score for comprehension was 655 score. It means that the students' total score for accuracy, fluency, and comprehension in post-test was higher than in the pre-test.

After the researcher got the result of the students' score, then the researcher calculated the students' percentage in students' speaking skill using Student Talking Time Method. It was used to know how many students who got percentage excellent, good, fairly good, fair and poor. To obtain the percentage of the students' letter grade, the researcher applied them into the following formula:

$$p = \frac{fq}{n} \times 100\%$$

The result shows the difference between the pre-test and post-test. It could be seen in detail in table 7 as follows:

Table 7. The frequency distribution and percentage of students' score on speaking skill

No	Classification	Pre-Test		Post-Test	
		F	%	F	%
1	Excellent	0	0	1	6,67%
2	Very Good	0	0	4	26,27%
3	Good	0	0	9	60,00%
4	Fairly Good	1	6,67%	1	6,67%
5	Fair	1	6,67%	0	0
6	Fairly Poor	7	46,67%	0	0
7	Poor	6	40,00%	0	0
Total		15	100	15	100

Based on the table above, it can be seen that the result of post-test is higher than the pre-test. In pre-test, the students mostly got fairly poor and in the post-test the students' score significantly increased, the most of students got good score.

After classifying the speaking skill, the next are the mean score and the standard deviation in the pre-test and post-test which can be shown in the following table:

Table 8. Mean Score Standard Deviation of the Students in Pre-test and Post-test

	Pre-test	Post-test
Mean	44.6	84.6
Standard	12.16	7,43

Table above shows the statistical summary of the students' mean score and the standard deviation both in pre-test and post-test. The standard deviation of the result of the

students' post-test is higher than the standard deviation of pre-test. It can be said that the application of Student Talking Time is effective in improving the students' speaking skill.

2. Significant Test

In other, to know whether the mean score is different from the two tests (pre-test and post-test), the researcher used the T-table. The following table shows the result of the T-test calculating bellow:

Table 9. The t-test of students' achievement

Variable	t-test	t-table
$X_2 - X_1$	12.96	2.145

The table above shows that the level of significance (p) 0.05 and df 14, the value of the t-test (12.96) was higher than t-table 2.145. It means that there is significant difference between the result of the students' pre test and post test achievement after giving the treatment by STT in teaching English speaking.

3. Students' Motivation

The questionnaire is used to measure the students' motivation in speaking by applying student talking time method.. The questionnaire is given after the post-test given.

The percentage in the questionnaire can be seen on the table below:

Table 10. The percentage of students' motivation

No	Interval Score	Category	Frequency	Percentage
1	81 – 100	Very high	14	83.33%
2	61– 80	High	1	6.66%
3	41 – 60	Moderate	0	0
4	21 – 40	Low	0	0
5	0 – 20	Very low	0	0
Total			15	100%

$$P = \frac{F}{N} \times 100$$

$$P = \frac{F}{N} \times 100$$

$$P = \frac{14}{15} \times 100$$

$$P = \frac{1}{15} \times 100$$

$$P = 83.33\%$$

$$P = 6.66\%$$

In relation to the data students' motivation on the percentage analysis on the table above, the analysis of questionnaire shows that among 15 students, there were 14 students

(83.33%) got very high and 1 student (6.66%) got high category. None of the students got moderate, low and very low motivated in learning speaking by using Student Talking Time (STT). Based on the students' score of questionnaire, it was found that the highest score was 90 which was categorized as very high and lowest score was 73 which was categorized as high. Further, analysis showed that the mean score 62.9 which was as high category. The data above indicates that the students were highly motivated in studying speaking with student talking time.

DISCUSSION

In this section, the researcher presents the interpretation of students, speaking skill of both pre-test and post-test results. After that, the researcher presents the description of the data from the questionnaire based on the students' motivation in the application of student talking time in teaching speaking.

The description of the data that collected in the pretest and posttest as explained in the previous section that the students' skill in speaking improved significantly. It was supported by the mean score rate of students' pretest and posttest of the students. The mean score of the students' pretest and posttest were 44.6 and 84.6.

The mean score of the students' score increased after they were given treatments. The students were taught speaking by applying STT. The improvement of students' speaking skill was showed on the result of students' post-test.

To know whether the students' skill increased in speaking by applying Student Talking Time, the researcher compared between t-test and t-table. The previous section shows that t-testis higher than t-table. Therefore, it can be said that the students' skill in speaking is significant.

CONCLUSION

Student Talking Time in communicative activity give positive effect on students' speaking skill. It can be seen that the students' prior knowledge of speaking is still low, it is provided in the data that most of the students mean score in pre-test increase after applying Student Talking Time. Meanwhile, the students' motivation in studying speaking by Student Talking Time is high.

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